

A SERIES OF SEVENTH GRADE GROUP GUIDANCE TOPICS
FOR THE EDDYVILLE COMMUNITY SCHOOL

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CHAPTER I

INTRODUCTION

One of the fundamental purposes of modern education is to help students become more self-reliant. However, before students can approach self-reliance they must understand themselves. Junior high school students have problems peculiar to their group, especially in the very beginning of their junior high experiences. Most of these problems are caused by atypical physical growth, school pressures, home pressures and poor group adjustment. As Edward C. Glanz stated, the junior high school years are transition years in which the student is becoming capable of symbolizing and verbalizing his problems and are a fertile period for effective mental health learning.¹ The school must employ means of discovering what these problems are before attempting to alleviate the situations fostering them or before endeavoring to promote acceptance of situations which are not changeable. In order to achieve this educational and guidance function in today's schools, in which major impetus evolved from the rapidly increasing number of students, the need of group procedures became evident.

¹Edward C. Glanz, Groups in Guidance (Boston: Allyn and Bacon, Inc., 1962), p. 6.

I. STATEMENT OF THE PROBLEM

The purpose of this study is to develop a series of appropriate and useful topics for a group guidance program for the seventh grade students of the Eddyville Community School. The following problems were considered in completing the study: (1) what were the group guidance needs of the seventh grade students of the Eddyville Community School as determined by professional judgment based upon the Mooney Problem Check List, Form J; (2) what were the group guidance activities already being carried out in the seventh grade of the Eddyville Community School as determined by a schedule administered individually to the seventh grade teachers by the counselor; (3) what group guidance needs of the seventh grade of the Eddyville Community School were being met by the regular academic classes; and (4) what topics should be used in the seventh grade group guidance classes of the Eddyville Community School to fulfill the students' needs not being met in the regular curriculum.

Purposes. According to Warters, one reason for failure of group guidance programs is the lack of systematic planning and trained teachers.¹ Therefore, one of the first procedures in planning an effective group guidance program

¹Jane Warters, Group Guidance Principles and Practices (New York: McGraw-Hill Book Company, Inc., 1960), p. 230.

must be the development of a series of topics that will answer the needs of the students.

Procedure. The Mooney Problem Check List, Form J, was administered to seventy-one seventh grade students of the Eddyville Community School to determine: (1) the percentage of the students checking one or more items in each of the seven problem areas, and (2) the items from each of the seven problem areas checked by more than ten per cent of the students. Topics for the seventh grade group guidance class were then constructed as determined by professional judgment based on the items from the Check List checked by more than ten per cent of the Eddyville seventh grade students.

A questionnaire was prepared which contained a list of the group guidance topics derived from the results of the Mooney Problem Check List given to the seventh grade students of the Eddyville Community School. The seventh grade teachers of the Eddyville School were asked to check those topics on the questionnaire they had discussed in their class work, and to evaluate how well they had covered the checked topics. The results were then tabulated to determine: (1) which topics were discussed extensively, (2) which topics were discussed fairly well, (3) which topics were discussed only briefly, and (4) which topics were not discussed at all.

A comparison was made of the group guidance topics checked by more than ten per cent of the Eddyville seventh grade students on the Mooney Problem Check List, with the group guidance activities already being carried out in the regular academic classes. From this students' needs were determined, as expressed by the group topics, which were not already being met by the existing school program.

The recommendation was then made to adopt the group topics, not being discussed in the regular seventh grade classes, for use in the group guidance class in seventh grade of the Eddyville Community School.

Organization of the report. This report was organized into three areas, discussed in the following chapters.

Chapter two presents a discussion of the nature of group guidance, the objectives of group guidance, the group guidance media, the proper place of group guidance work in the school program, and evaluating the group guidance class.

Chapter three contains a description of the steps taken in developing the topics for the group guidance class in the seventh grade of the Eddyville Community School. The findings of the following procedures are presented and discussed: the results of professional judgment based on the Mooney Problem Check List, Form J, given to the seventh grade students of Eddyville and the determining of the group

guidance activities already present in the existing school program.

Chapter four contains the summary, conclusions, and recommendations that resulted from the study.

II. THE INSTRUMENT USED TO OBTAIN THE DATA

Historical background. The Mooney Problem Check List has been used in various forms since the early 1940's. It was developed to help students express their personal problems.¹

There are now, since the Psychological Corporation took over in 1950, four Forms of the Mooney Problem Check List. They are the Adult Form (A), College Form (C), High School Form (H), and Junior High Form (J).²

The items are short enough for rapid reading and vague enough in "touchy" spots to enable one to check an item and yet feel that he is not revealing too much. The items tend to be centered within the person's own personal orientation rather than in a general social orientation.³

¹The Mooney Problem Check List, Manual (New York: The Psychological Corporation, 1950), p. 3.

²Revel L. Fick, "The Problem Check List: A Valuable Approach in Counseling," Occupations, XXX (March, 1952), 410-412.

³Ibid.

All forms of the Mooney Problem Check List are self-administering in that all the directions needed are on the front cover page. The student reads through the problems and if a particular problem is of concern to him he places a mark by the number of the problem. The Junior High Form has seven categories of thirty questions each, or two hundred ten questions.¹

Experience has indicated that nearly all students will be finished with the Check List in about thirty-five minutes with the remainder finishing in about fifty minutes. Time, however, should be allotted for those who need more time.²

Validity. The Mooney Problem Check List was not built as tests. It was designed to be used for a variety of purposes. Therefore, the attempt to speak about the validity of the Check List is meaningless. It has been found that the Mooney Problem Check List has a usefulness based on the assumptions for which they were designed. These assumptions were:

1. The great majority of students would be responsive to the items;
2. They would accept the task with a constructive attitude;
3. They would find that the check lists covered reasonably well the range of personal problems with which they were concerned;

¹Mooney, op. cit., p. 5.

²Ibid.

4. School administrators, teachers and counselors would find the results useable; and
5. Research workers would find the check lists useful in various lines of inquiry.¹

Reliability. Scores are not obtained from the Mooney Problem Check List, therefore, it is difficult to speak about reliability. The purpose of the Check List is to reveal the problems which the student senses and is willing to express at a given time. It can therefore be concluded that, while the Check Lists are so designed as to reflect changing situations and experiences in the individual case, they nevertheless exhibit sufficient stability to warrant general program planning on the basis of survey results.²

Counseling. The Mooney Problem Check List does not assume any one counseling technique. It is useful in necessarily limited counseling situations, in counseling which is more involved and more therapeutic, and in counseling which is directive or nondirective in orientation.³

The counselor in using the Check List, should keep the following points in mind: (1) The marked items indicate the experiences and situations which make up the problem world of the individual and should not be mistaken for the problem

¹Ibid., p. 7.

²Ibid., p. 9.

³Ibid., p. 6.

world itself; (2) Two students may mark the same problem but this need not mean the same thing as each individual has his own set of unique experiences; (3) Some may mark a problem with something very specific in mind while others may have nothing definite in mind when they mark the problem; (4) One problem out of a whole block of marked problems could be more significant to the individual; (5) Whether or not a problem is bad or good depends upon the individual case; (6) Students who cannot for one reason or another, express their problems may well be in a worse situation than those who can express themselves freely; (7) Someone other than the student may realize that a problem exists for him but the student may not recognize that he has such a problem; (8) Circumstances affect the marking of the Check List. Students will check problems if they feel the data will be treated fairly, if they understand what they are to do with the Check List, and if they understand how the information is to be used.¹

¹Ibid.

CHAPTER II

REVIEW OF THE LITERATURE

Incorporating group guidance activities in the seventh grade of the Eddyville Community School necessitated an analysis of selected literature to determine the purposes, values, and limitations of such guidance activities.

The group situation has long been recognized as essential for instruction and guidance of the learning process. A new emphasis is being placed upon the values of group work in education, social welfare work and industry.

Humphries and Traxler supported the group procedure of guidance by stating that attitudes and behaviors of students are improved through group interaction. As peer opinions and attitudes are brought out into the open, students soon realize that their attitudes are similar to those of their peers. Adolescents will often accept suggestions offered by young people in group discussions that may have been ignored or rejected when coming from their counselor, parent, or teacher. This interchange of information is available to all students. When guidance activities are only carried out through the personal interview, the so called "normal" student usually receives little or no attention. More time is seemingly devoted to students who

are low achievers; who are frequently in trouble; or who are gifted scholastically. All students must be included for guidance purposes. Through group guidance, the normal student could receive a great deal of information commonly needed by all students which would enable him to satisfy his basically independent management of affairs better than before.¹

In expressing the need of group guidance for the average child, Glanz reasoned that guidance workers must provide service and assistance to the child who does not have serious problems, since this type of child predominates.²

A mark of efficiency granted by McDaniel to the group guidance process is that the counselor can enjoy contacts with many more students than are possible through reliance on the individual interview alone. This leads to more voluntary personal interviews because more students become acquainted with the counselor and are aware of his position in the school. A wealth of general information is provided during the group guidance session that can serve as a background for discussion of more personal problems in the

¹J. Anthony Humphreys and Arthor E. Traxler, Guidance Services (Chicago: Science Research Associates, Inc., 1954), pp. 188-189.

²Edward C. Glanz, Groups in Guidance (Boston: Allyn and Bacon, Inc., 1962), p. 6.

individual interview.¹ It was pointed out by Humphreys and Traxler that these increased contacts also provide the counselor with initial information through observation of behavioral characteristics of the students in their reactions and responses to each other's problems.²

The advantages of group guidance, when seen in relation to the other guidance services, were stated by Failor:

1. In areas of common needs and desires they are more economical of time, facilities, and personnel.
2. They provide both the students and the counselor with information valuable in counseling.
3. They establish relationships between students and guidance staff which create a demand for and facilitate other guidance services.
4. They provide students with opportunities to pool and share information, attitudes, and experiences.
5. They provide supportive relationships among students as they learn that other students have problems and become acquainted with the means by which they solved them.
6. They provide opportunities for practicing and testing behavior in interpersonal relations.³

Failor also expressed some of the limitations of group guidance classes:

1. Group activities are not adequate for the solution of problems which require the face to face relationship of counseling.
2. Many students are not sufficiently practiced in impersonal objective approaches to problems in group situations.

¹Henry B. McDaniel, Guidance in the Modern School (New York: Henry Holt and Company, Inc., 1956), pp. 376-380.

²Humphreys and Traxler, op. cit., p. 187.

³Clarence W. Failor, "Group Activities in Guidance Services," The Personnel and Guidance Journal, XXXII (March, 1957), 412.

3. The organization of groups with sufficient homogeneity of interests, maturities, and problems poses administrative difficulties.
4. There is a shortage of available teachers sufficiently motivated to provide group activities of a proper quality.
5. It is difficult to schedule group activities so that they present a comprehensive, progressive, and continuous program for all students.
6. It is not easy to correlate group activities with the total guidance services and with the educational program.¹

Failor pointed out that, "only the first limitation is inherent in the technique. The others revolve around shortcomings of students, staffs, and schools."²

Objectives of group guidance. One commonly accepted objective of group guidance is to help students recognize individual and common problems. Group discussion of mutual problems further helps make the individual with special difficulties more aware of his problems and encourages him to seek individualized assistance.³

Wrenn and Dugan writing on the potentialities of group situations stated that only one outcome of group activities could be seen as learning, in the form of facts, new experiences, and concepts. But learning to work in a group, to participate freely and enthusiastically in a democratic

¹Ibid.

²Ibid.

³June Warters, High-School Personnel Work Today (New York: McGraw-Hill Book Company, Inc., 1946), p. 150.

atmosphere, to grow in self-understanding and in personal and social maturity, should be the planned outcome of group work experiences in all types of educational activity.¹

Group guidance practices differ from school to school depending on the needs of the school and the students, the personnel available, the financial support, room facilities, and other resources that are available. Although there is a difference in programs, certain practices that have proven effective are usually included in most group guidance programs. These practices include: (1) orientation of new students; (2) discussion of effective study habits; (3) determination of problems common to the group; (4) presentation of educational, occupational, and personal-social information; (5) group discussion of case studies and student experiences; (6) study of the principles of mental health; (7) administration and interpretation of psychological tests; and (8) discussion of student attitudes.²

Kemp pointed out that group methods in guidance are differentiated from teaching both in their contents and in the processes by which the contents are handled.³

¹Willis E. Dugan and C. Gilbert Wrenn, Guidance Procedures in High School (Minneapolis: The University of Minnesota, 1950), p. 39.

²Humphreys and Traxler, op. cit., pp. 194-199.

³C. Gratton Kemp, Perspectives on the Group Process (Boston: Houghton Mifflin Company, 1964), p. 45.

Hoppock stated that the content of any group guidance program must be based upon the needs of the students involved in the class work. Since each group of students is unique, topics that are appropriate for one group may not be for another.¹

Warters pointed out that individuals join groups to satisfy various personality needs, but basically the desire is to find a means for self-actualization.²

Later in her book, Waters mentioned that the important factor in bringing about change or learning is the extent to which the student becomes involved in the problem or situation being studied.³

One method of insuring the involvement of students in group activities is to allow them to help plan the course of study. This course should then be reviewed with each group of new students so that the contents can be adjusted to their particular needs.⁴

The group guidance media. The media most commonly used in the public schools for providing group guidance are

¹Robert Hoppock, Group Guidance Principles and Techniques, and Evaluation (New York: McGraw-Hill Book Company, Inc., 1949), p. 10.

²Jane Warters, Group Guidance Principles and Practices (New York: McGraw-Hill Book Company, Inc., 1960), p. 24.

³Ibid., p. 242.

⁴Hoppock, loc. cit.

home rooms, group guidance units in academic subject classes, and special classes.¹

The purpose behind the home room was the idea that the student needed some place in school where he would feel at home and have some one to help him with his problems. The home room would be his home base. The home room teacher would supply the help--be his guide, counselor, and his school parent. The idea behind the plan for the home room is sound, but the thinking behind application of the idea has not always been sound.²

There are certain limitations that make it difficult to provide an adequate group guidance program in the home room. Warters listed the limitations of group guidance activities in the home room that may have caused failure to be: (1) lack of faculty understanding and acceptance of the plan, (2) lack of effective leadership, (3) the teacher's lack of training in guidance and informal group work, and (4) lack of time in which to do the work. The home room is usually expected to serve two types of functions: (1) be a guidance medium, and (2) make possible routine administrative duties as keeping attendance records, making announcements, selling tickets and school publications, and distributing supplies. The guidance and administrative functions

¹Warters, op. cit., p. 255.

²Ibid., p. 277.

are not incompatible. Time, however, is not sufficient for doing both. Invariably the guidance function is made subordinate to the administrative function and may not get done at all.¹

Group guidance units in academic courses. In this type of unit group guidance is not considered the exclusive function of the teachers of such courses, but rather made their special responsibility so that all students may be reached.²

English classes are used as a group guidance medium with a major unit or theme in learning to make choices. These units may be introduced in various ways such as the role playing of a problem story which involves the making of choices or by asking the students to keep a record of the choices that they make during a day or by having the students write anonymous essays on subjects which involves important choices which they have made.³

Social studies classes used as group guidance media brings in a functional approach which helps students to develop meaningful associations, to work out their own solutions, and not to look for ready-made answers. Because

¹Ibid.

²Ibid., p. 265.

³Ibid.

in social studies the focus is found to be upon human resources, contemporary life, and direct experience, considerable use is made of surveys and trips to governmental and community agencies.¹

The core curriculum. Wartens quoted Alberty in an article appearing in the NEA Journal of 1956 entitled "A Sound Core Program" which said a core course is:

A group of structured problem areas, based upon the common problems, needs, and interests of adolescents, from which are developed teacher-student planned learning units or activities.²

The core course is in greater use in the junior high school due to the fact that the junior high is a transitional school.

The core course is a cooperative project involving joint planning on the part of students and teachers. In this situation we find little attention placed on ability grouping because behavior rather than subject matter is involved. The content is based upon common needs or life functions. Such problems are discussed as: (1) personal living--problems of growing up; (2) personal-social living--problems related to living with and understanding others; (3) social-civic-economic living--problems related to living in and understanding the community and world. The focus is placed upon

¹Ibid.

²Ibid.

the general education needs for effective, satisfying living in a socially oriented democracy.¹

Special classes. Special classes are used particularly at the junior high level for giving the students an opportunity to discover and explore their interests and aptitudes. These classes come close to serving functions usually associated with guidance and counseling in small groups.

The special class, or sometimes called a "problem course," is designed to help the counselors become acquainted with their counselees in an informal class situation and according to Wartens to help the students achieve the following goals:

1. Develop good study habits and skills.
2. Use the scientific method in problem solving and develop the ability to think critically.
3. Learn to make sound educational choices based on knowledge of self and of available resources.
4. Understand some basic approaches to emotional maturity and good mental health.
5. Develop the understanding, skills, and insights needed for appraising realistically and dealing satisfactorily with the normal problems of adolescence.
6. Appreciate the value of group and individual differences.
7. Understand the requisites for satisfying human relations.
8. Develop morally and ethically acceptable standards of conduct.²

Group guidance with respect to life functions or common needs is generally considered an objective in all

¹Ibid., pp. 270-271.

²Ibid., p. 258.

classes, but it is made a special objective in a special class in group guidance.

The guidance class teacher. The group guidance class teacher may not be a group therapist, but he should be familiar with a group, he should know the psychology of group behavior, and should be aware of some of the evidence as to what happens when certain procedures are used with groups.¹

The group guidance teacher was summarized by Arbuckle in the following way:

The teacher is not a disciplinarian, a moralist, a judge, or a giver of advice. He does attempt to develop in the classroom a learning climate, he provides a psychologically healthful atmosphere for the children, he helps the child to learn how to adjust to a changing and possibly threatening environment, he provides an example of moral and ethical behavior, and he provides for the child an objective and accurate picture of the knowledge and understanding of mankind.²

Grading and evaluation of group guidance classes.

The group guidance class must be made a non threatening situation, must increase student involvement, and must reach all students. Some schools, Warters suggested, have group guidance classes a required credit course but deemphasize marks and examinations through the use of "P" and "S" marks ("Passing" and "Satisfactory"), instead of traditional grading methods normally used in the regular academic classes.

¹Dugald S. Arbuckle, Guidance and Counseling in the Classroom (Boston: Allyn and Bacon, Inc., 1957), p. 114.

²Ibid., p. 118.

She felt evaluation is primarily through group discussions, observations, and conferences with students.¹

Evaluation of counseling is a continuing interest and irritation to those concerned with counseling, claimed Paul Dressel from Michigan State University. In his studies and research of the outcome of counseling one method of evaluation could be made by objective examples as: increase in insight or self-understanding; increase in self-acceptance and self-respect; increase in self-sufficiency; improved personal adjustment; improved occupational adjustment or vocational choice; increase in acceptance of respect for others; improved grades; improved attitudes; and satisfaction with counseling.²

Another evaluation procedure is to reserve time at the end of a discussion session for the group to consider together such questions as "what did we achieve?" and "where did we fail and why?" At the end of a session, written reports are useful when there is not time for evaluation through group discussion.³

A rating scale or check list may be used and focused on interpersonal relations rather than, or as well as,

¹Warters, op. cit., p. 257.

²Gail F. Farwell, and Herman J. Peters (eds.), Guidance Readings for Counselors (Chicago: Rand McNally and Company, 1960), p. 570 and Paul L. Dressel, "Research in Counseling: A Symposium, Some Approaches to Evaluation."

³Warters, op. cit., p. 85.

productivity. The following sample evaluation forms were described by Warters:

Meeting Process Evaluation Sheet

How do you feel about this meeting?
(Check in front of statements that best indicate your feelings)

1. Everyone is having a chance to say what he thinks.
2. Some people are dominating the discussion.
3. Everyone in the group seems to be in accord with the decision.
4. The group is being forced to do something it opposes.
5. We are not allowing enough time for the topics to be discussed adequately.
6. We are spending too much time on inconsequential matters.
7. The leadership is being passed around the group.
8. A few persons are dominating the leadership function.
9. Most members seem to be assuming responsibility for the success of the meeting.
10. A few members are carrying the meeting along by themselves.

Suggestions or amplifications.¹

¹Ibid., pp. 86-87.

Sample Evaluation Sheet

Your class number _____ Group number _____ Period number _____

How do you feel about today's discussion?

Excellent | Average | Very poor

Did it help you to understand yourself better?

None | A little | Some | A great deal

Did it help you to understand people?

A great deal | Some | Little | None

How friendly do you now feel towards the group?

Very friendly | Neutral | Hostile

How much progress today toward group's goals?

None | Average | Much

How friendly do you feel the group is toward you today?

Very friendly | Neutral | Hostile

How enthusiastic are you right now about
group process and its usefulness?

Negative | Neutral | Enthusiastic

End-of-Meeting Evaluation Sheet

What do you think about this meeting? Please be honest and objective. Your evaluation will help the leaders and the group improve the meetings and group activities.

1. How do you feel about the meeting? (check)

Poor	Mediocre	All right	Good	Excellent
------	----------	-----------	------	-----------

2. What did you think were the weaknesses?

3. What did you like about the meeting?

4. What changes or improvement would you suggest for future meetings?¹

In group guidance growth occurs by an evolutionary process that develops in two areas: (1) the area of relations between members and workers, and (2) the area of relations between and among members. In the first area the group member changed from attitudes of dependency, demandingness, and rebelliousness toward authority to attitudes of acceptance, equality, and differentiation or division of functions. In the second area, that of peer relations, development occurs through an oscillating between open expression of negative feelings of dislike, competition, envy, and the like, and positive feelings of mutual acceptance, identification, helpfulness, and cooperation. As a result of this fluctuating between negative and positive feelings, antagonisms, and

¹Ibid.

conflicts come into the open and tensions become intolerable, then the counselor helps the group to master its fears by discussing its feelings. The counselor will most often let any interpretation come from the group, instead of from him.¹

Some individuals can be reached through group guidance classes who do not respond to individual counseling. It is desirable that individual counseling often should accompany group guidance. It is also advisable that at times it should precede or replace it.²

¹Ibid., p. 188.

²Ibid., p. 194.

CHAPTER III

PRESENTATION AND DISCUSSION OF RESULTS

The Mooney Problem Check List, Form J, was administered to seventy-one students in the seventh grade at Eddyville Community School.

Table I summarized the Eddyville seventh grade students' responses to the problem areas of the Mooney Problem Check List, Form J. The students chose the problem area, "School," as their greatest concern. Following in order of concern were the problem areas: "Self-centered concerns"; "Relations to people in general"; a tie for fourth place, "Money, work, and future" and "Health and Physical Development"; "Boy and Girl Relations"; and last "Home and Family."

School. Table II contains the items in the "School" area of the Check List marked by more than ten per cent of the Eddyville seventh grade students. A concern for the problems in this area was indicated by one hundred per cent of the students. Twenty of the twenty-seven items were checked by more than twenty per cent of the seventh grade students. The twenty items are problems concerned with various types of academic weaknesses and study procedures. The seventh grade teachers indicated that all but two of

TABLE I

HOW SEVENTY-ONE EDDYVILLE COMMUNITY SCHOOL SEVENTH GRADE
STUDENTS RATED THE PROBLEM AREAS ON FORM J OF THE MOONEY
PROBLEM CHECK LIST

Problem areas	Average number of items checked	Number of students checking*	Per cent of students checking**
School	7	71	100
Self-centered concerns	7	70	99
Relations to People in general	6	68	96
Money, Work, and Future	4	64	90
Health and Physical Develop- ment	3	64	90
Boy and Girl Relations	4	60	85
Home and Family	3	50	70

*The mean number of problems checked by the individuals who checked one or more problems in the area. The mean is rounded off to the nearest whole number.

**The per cent, rounded off to the nearest whole number, of the students who checked problems in this area.

NOTE: This table should be read as follows: seventy-one students (100 per cent) marked on the average seven items in the problem area "School."

TABLE II

ITEMS FROM THE "SCHOOL" AREA OF THE MOONEY PROBLEM CHECK
LIST, FORM J, CHECKED BY MORE THAN TEN PER CENT OF
SEVENTH-ONE SEVENTH GRADE STUDENTS OF
THE EDDYVILLE COMMUNITY SCHOOL

School	Number marking	Per cent markings*
Not interested in certain subjects	37	52
Not spending enough time in study	34	48
Don't like to study	31	44
Not smart enough	29	41
Afraid of tests	28	39
So often feel restless in classes	27	38
Afraid of failing in school work	26	37
Worried about grades	26	37
Slow in reading	24	34
Can't keep my mind on my studies	24	34
Dull classes	23	32
Getting low grades in school	21	30
Trouble with arithmetic	20	28
Trouble with spelling or grammar	19	27
Made to take subjects I don't like	19	27
Afraid to speak up in class	18	25
Not getting along with a teacher	17	24
Not interested in books	16	23
Teachers not practicing what they preach	15	21
Too little freedom in classes	15	21
Too much school work to do at home	12	17
Trouble with oral reports	12	17
Poor memory	11	15
Don't like school	11	15
Trouble with writing	9	13
Trouble with written reports	8	11
Not enough discussion in classes	8	11

*The percentage figures are rounded off to the nearest whole per cent.

these items, "Dull classes" and "Made to take subjects I don't like," are fairly well or extensively handled in the regular curriculum of the academic classes.

Self-centered concerns. Table III contains the items from the "Self-centered concerns" area of the Mooney Problem Check List checked by more than ten per cent of the Eddyville seventh grade students. A group concern over the problems in this area is indicated by the fact that ninety-nine per cent of the students checked one or more items. The seventh grade teachers indicated eight items which were not discussed at all in the academic classes, they are: "Sometimes not being as honest as I should be," "Feeling ashamed of something I've done," "Thinking about heaven and hell," "Sometimes wishing I'd never been born," "Having bad dreams," and "Giving in to temptations."

Relations to people in general. Table IV shows that ninety-six per cent of the Eddyville seventh grade students checked one or more problems in the "Relations to people in general" area of the Mooney Problem Check List. The investigator felt that all of these could be used in a group guidance class under the following topics: "Improving self confidence," "Getting along with the group," "How to be more popular," and "Developing leadership." The seventh grade teachers indicated that none of these items were discussed extensively in the academic classes.

TABLE III

ITEMS FROM THE "SELF-CENTERED CONCERNS" AREA OF
THE MOONEY PROBLEM CHECK LIST, FORM J,
CHECKED BY MORE THAN TEN PER CENT OF
SEVENTY-ONE SEVENTH GRADE STUDENTS
OF THE EDDYVILLE COMMUNITY SCHOOL

Self-centered Concerns	Number marking	Per cent marking*
Being afraid of making mistakes	35	49
Being nervous	28	39
Sometimes not being as honest as I should be	28	39
Daydreaming	27	38
Forgetting things	26	37
Can't forget some mistakes I've made	24	34
Not taking some things seriously enough	23	32
Trying to stop a bad habit	22	31
Feeling ashamed of something I've done	19	27
Finding it hard to talk about my troubles	19	27
Getting too excited	18	25
Getting into trouble	18	25
Not having as much fun as other kids have	18	25
Worrying	18	25
Sometimes lying without meaning to	16	23
Can't make up my mind about things	16	23
Being punished for something I didn't do	15	21
Being careless	14	20
Thinking about heaven and hell	13	18
Having bad dreams	12	17
Sometimes wishing I'd never been born	12	17
Lacking self-control	11	15
Being lazy	11	15
Afraid to try new things by myself	10	14
Giving in to temptations	9	13
Lacking self-confidence	9	13
Failing in so many things I try to do	8	11

*The percentage figures are rounded off to the nearest whole per cent.

TABLE IV

ITEMS FROM THE "RELATIONS TO PEOPLE IN GENERAL" AREA
OF THE MOONEY PROBLEM CHECK LIST, FORM J,
CHECKED BY MORE THAN TEN PER CENT OF
SEVENTY-ONE SEVENTH GRADE STUDENTS
OF THE EDDYVILLE COMMUNITY SCHOOL

Relations to People in General	Number marking	Per cent marking*
Losing my temper	36	51
Wishing people liked me better	26	37
Being talked about	24	34
Feelings too easily hurt	21	30
Wanting a more pleasing personality	21	30
Being disliked by someone	21	30
Wanting to be more like other people	20	28
Disliking someone	20	28
Being picked on	18	25
Bashful	17	24
Getting into arguments	17	24
Being made fun of	15	21
Being jealous	15	21
Never chosen as a leader	14	20
Being teased	14	20
Awkward in meeting people	14	20
Being stubborn	14	20
Feeling nobody understands me	13	18
Missing someone very much	13	18
Keeping away from kids I don't like	13	18
Slow in making friends	12	17
People finding fault with me	12	17
Being left out of things	11	15
Getting into fights	10	14
Hurting people's feelings	10	14
No one to tell my troubles to	10	14
Too easily led by other people	9	13
Picking the wrong kind of friends	8	11
Feeling nobody likes me	8	11

*The percentage figures are rounded off to the nearest whole per cent.

Money, work, and future. Table V shows the seventeen items checked by more than ten per cent of the Eddyville seventh grade students in the "Money, Work, and Future" area of the Check List.

The percentage of items checked which deals with the present is substantially more than that of items that deal with the future. The seventh grade teachers indicated that none of these problems were covered extensively or fairly well in the regular academic classes. The investigator felt that more time in this area should be spent on the money and work problems of the present rather than on future finances.

Health and physical development. Ninety per cent of the Eddyville seventh grade students checked one or more items in the "Health and Physical Development" areas on the Mooney Problem Check List shown on Table VI. None of the items in this area were discussed extensively, according to the questionnaire given to the seventh grade teachers. Three problems were listed as covered fairly well by the teachers. They are: "don't get enough sleep," "having poor posture," and "too clumsy and awkward." The investigator felt that all fourteen items checked by more than ten per cent of the students could be dealt with under one topic, "Good Health Practices."

Boy and girl relations. Table VII contains the items from the "Boy and Girl Relations" area of the Mooney Problem

TABLE V

ITEMS FROM THE "MONEY, WORK, AND FUTURE" AREA OF THE
MOONEY PROBLEM CHECK LIST, FORM J, CHECKED BY MORE
THAN TEN PER CENT OF SEVENTY-ONE SEVENTH GRADE
STUDENTS OF THE EDDYVILLE COMMUNITY SCHOOL

Money, Work, and Future	Number marking	Per cent marking*
Wanting to earn some of my own money	31	44
Wanting to buy more of my own things	25	35
Spending money foolishly	22	31
Having no regular allowance	19	27
Wondering what becomes of people when they die	17	24
Wondering if I'll ever get married	16	23
Not knowing how to buy things wisely	15	21
Wanting to know more about college	14	20
Too few nice clothes	11	15
Not knowing what I really want	11	15
Having to ask parents for money	10	14
Having less money than my friends have	10	14
Deciding what to take in high school	10	14
Needing a job during vacations	10	14
Family worried about money	9	13
Too little spending money	8	11
Restless to get out of school and into a job	8	11

*The percentage figures are rounded off to the
nearest whole per cent.

TABLE VI

ITEMS FROM THE "HEALTH AND PHYSICAL DEVELOPMENT" AREA OF
THE MOONEY PROBLEM CHECK LIST, FORM J, CHECKED BY MORE
THAN TEN PER CENT OF SEVENTY-ONE SEVENTH GRADE
STUDENTS OF THE EDDYVILLE COMMUNITY SCHOOL

Health and Physical Development	Number marking	Per cent marking*
Don't get enough sleep	31	44
Not good-looking	15	21
Overweight	15	21
Often have headaches	14	20
Getting tired easily	14	20
Not being as strong as some other kids	13	18
Too short for my age	12	17
Having poor posture	12	17
Underweight	12	17
Catch a good many colds	12	17
Not eating the right food	11	15
Too clumsy and awkward	11	15
Often not hungry for my meals	9	13
Nose or sinus trouble	8	11

*The percentage figures are rounded off to the nearest whole per cent.

TABLE VII

ITEMS FROM THE "BOY AND GIRL RELATIONS" AREA OF THE
MOONEY PROBLEM CHECK LIST, FORM J, CHECKED BY MORE
THAN TEN PER CENT OF SEVENTY-ONE SEVENTH GRADE
STUDENTS OF THE EDDYVILLE COMMUNITY SCHOOL

Boy and Girl Relations	Number marking	Per cent marking*
Learning how to dance	22	31
Too little chance to do what I want to do	21	30
Trouble in keeping a conversation going	20	28
Keeping myself neat and looking nice	19	27
Nothing interesting to do in my spare time	17	24
Girls don't seem to like me	15	21
Wanting to know more about girls	13	18
Too little chance to go to parties	12	17
No place to entertain friends	12	17
Not enough time for play and fun	11	15
So often not allowed to go out at night	11	15
Girl friends	11	15
Embarrassed to talk about sex	11	15
Not sure about proper sex behavior	10	14
Thinking too much about the opposite sex	10	14
Wanting more information about sex matters	10	14
Not allowed to use the family car	9	13
Boys don't seem to like me	9	13
Not knowing what to do on a date	8	11

*The percentage figures are founded off to the nearest whole per cent.

Check List. Eighty-five per cent of the Eddyville seventh grade students checked one or more problem in this area. The teachers of the seventh grade indicated that eleven of the nineteen items listed in this area are not discussed at all in the regular academic class.

It was the investigator's opinion that sex education should not take place in a mixed seventh grade classroom of the public schools. The investigator felt that the topics chosen to fulfill the students' needs in this area should be limited to the problems of social behavior, making friends, and dating.

Home and family. The "Home and Family" areas of the Mooney Problem Check List evoked fewer responses from students in the Eddyville seventh grade than any area on the Check List. The sixteen items checked by more than ten per cent of the Eddyville students are shown on Table VIII. The seventh grade teachers indicated that none of these items were discussed extensively in the regular academic classes. Two topics were derived from the checked items in the "Home and Family" area. They were: "Parents--Students Relations" and "Getting along with brothers and sisters."

The teacher questionnaire. A questionnaire containing a list of all items checked on the Mooney Problem Check List, Form J, by seventy-one Eddyville seventh grade students, was administered to the seventh grade teachers of the Eddyville

TABLE VIII

ITEMS FROM THE "HOME AND FAMILY" AREA OF THE MOONEY
 PROBLEM CHECK LIST, FORM J, CHECKED BY MORE THAN
 TEN PER CENT OF SEVENTY-ONE SEVENTH GRADE
 STUDENTS OF THE EDDYVILLE COMMUNITY
 SCHOOL

Home and Family	Number marking	Per cent marking*
Not getting along with a brother or sister	18	25
Not telling parents everything	18	25
Wanting things my parents don't give me	17	24
Parents old-fashioned in their ideas	17	24
Parents favoring a brother or sister	14	20
Unable to discuss certain problems at home	14	20
Parents not understanding me	13	18
Parents expecting too much of me	13	18
Talking back to my parents	13	18
Being criticized by my parents	12	17
Being treated like a small child at home	10	14
Parents not trusting me	10	14
Clash of opinions between me and my parents	10	14
Worried about someone in the family	8	11
Parents making too many decisions for me	8	11
Parents not liking my friends	8	11

*The percentage figures are rounded off to the nearest whole per cent.

Community School. The teachers were asked to check those items which had been discussed in their class work and to evaluate how well the checked items were covered. The teachers were given four possible responses: (1) the topic was discussed extensively; (2) the topic was discussed fairly well; (3) the topic was discussed only briefly; and (4) the topic was not discussed at all.

Twenty items on the questionnaire were discussed extensively by the seventh grade students and teachers. These included:

- Don't like to study
- Not interested in books
- Trouble with arithmetic
- Trouble with spelling and grammar
- Slow in reading
- Not spending enough time in study
- Afraid to speak up in class
- Too much freedom in classes
- Not interested in certain subjects
- Day dreaming
- Forgetting things
- Not taking some things seriously enough
- Can't make up my mind about things
- Trouble with writing
- Too much school work to do at home
- Trouble with oral reports

Trouble with written reports

Poor memory

Being careless

Being lazy

Forty-five items on the questionnaire were discussed fairly well according to the seventh grade teachers. Those items were:

Having poor posture

Too clumsy and awkward

Don't like school

Not enough discussion in classes

Parents not understanding me

Being treated like a small child at home

Parents favoring a brother or sister

Parents expecting too much from me

Parents not liking my friends

Clash of opinions between me and my parents

Being left out of things

Being teased

Picking the wrong kind of friends

People finding fault with me

Getting into fights

Being stubborn

Hurting people's feelings

Failing in so many things I try to do

Don't get enough sleep

Getting low grades in school
Afraid of tests
Afraid of failing in school work
Can't keep my mind on my studies
Worried about grades
Not smart enough
So often feel restless in classes
Not getting along with a teacher
Teachers not practicing what they preach
Not getting along with a brother or a sister
Not telling parents everything
Too little chance to do what I want to do
Nothing interesting to do in my spare time
Learning how to dance
Keeping my self neat and looking nice
Being talked about
Being made fun of
Being picked on
Getting into arguments
Losing my temper
Being nervous
Being afraid of making mistakes
Getting into trouble
Trying to stop a bad habit
Being punished for something I didn't do
Finding it hard to talk about my troubles

Thirty-two items on the questionnaire were checked by the seventh grade teachers as being discussed only briefly by the Eddyville seventh grade students. Those included:

Not eating the right foods
Catch a good many colds
Getting tired easily
Worried about someone in the family
Parents making too many decisions for me
Parents not trusting me
Talking back to my parents
Having to ask parents for money
Too little spending money
Deciding what to take in high school
Wanting to know more about college
Too little chance to go to parties
Not enough time for play and fun
Girl friends
Thinking too much about the opposite sex
Slow in making friends
Never chosen as a leader
Awkward in meeting people
Lacking self-control
Lacking self-confidence
Afraid to try new things by myself
Not good looking
Overweight

Made to take subjects I don't like
Spending money foolishly
Bashful
Wishing people liked me better
Feeling too easily hurt
Getting too excited
Sometimes lying without meaning to
Can't forget some mistakes I've made
Wanting to earn some of my own money

Fifty-three items on the questionnaire were not discussed at all in the academic class of the seventh grade teachers.

School

Dull classes

Self-centered concerns

Sometimes not being as honest as I should be
Not having as much fun as other kids have
Worrying
Feeling ashamed of something I've done
Giving in to temptations
Having bad dreams
Sometimes wishing I'd never been born
Thinking about heaven and hell

Relations to people in general

Wanting a more pleasing personality
Wanting to be more like other people

Being jealous

Disliking someone

Being disliked by someone

Keeping away from kids I don't like

No one to tell my troubles to

Too easily hurt

Feeling nobody understands me

Missing someone very much

Feeling nobody likes me

Money, work, and future.

Family worried about money

Too few nice clothes

Restless to get out of school and into a job

Having less money than my friends have

Needing a job during vacations

Not knowing what I really want

Having no regular allowance

Wanting to buy more of my own things

Not knowing how to buy things wisely

Wondering if I'll ever get married

Wondering what becomes of people when they die

Health and physical development

Often have headaches

Too short for my age

Often not hungry for my meals

Underweight

Nose or sinus trouble

Not being as strong as some other kids

Boy and girl relations

Not allowed to use the family car

Boys don't seem to like me

So often not allowed to go out at night

Wanting to know more about girls

No place to entertain friends

Not sure about proper sex behavior

Not knowing what to do on a date

Wanting more information about sex matters

Embarrassed by talk about sex

Girls don't seem to like me

Trouble in keeping a conversation going

Home and family

Wanting things my parents won't give me

Parents old-fashioned in their ideas

Being criticized by my parents

Unable to discuss certain problems at home

Wanting more freedom at home

The results of the questionnaire indicated that:

(1) twenty items on the questionnaire were discussed extensively; (2) forty-five items on the questionnaire were discussed fairly well; (3) thirty-two items on the questionnaire were discussed briefly, and (4) fifty-three items on

the questionnaire were not discussed at all. The items which were not discussed at all were broken down into the various areas as follows: (1) "School" - one item; (2) "Self-centered Concerns" - eight items; (3) "Relations to People in General" - eleven items; (4) "Money, Work, and Future" - eleven items; (5) "Health and Physical Development" - six items; (6) "Boy and Girl Relations" - eleven items; and (7) "Home and Family"- five items. It was concluded that topics should be derived from combinations of the items which could be linked together under the various areas of: "School", "Self-centered Concerns", "Relations to People in General", "Money, Work, and Future", "Health and Physical Development", "Boy and Girl Relations", and "Home and Family", which were indicated by the students as a need and by the teachers as not being discussed at all or only briefly. **These topics will be used** as topics for the seventh grade group guidance class of Eddyville Community School.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to develop a series of appropriate and useful topics for a group guidance program for the seventh grade students of the Eddyville Community School.

The Mooney Problem Check List, Form J, was administered to seventy-one seventh grade students of the Eddyville Community School for the purpose of determining the problems common to the students. The results of the Mooney Problem Check List were then tabulated to determine: (1) the percentage of the students checking one or more items in each of the seven problem areas, and (2) the items from each of the seven problem areas checked by more than ten per cent of the students.

A questionnaire was prepared containing a list of the items checked by more than ten per cent of the students on the Mooney Problem Check List, Form J, and given to the seventh grade teachers of the Eddyville Community School. The Eddyville seventh grade teachers were asked to check the questionnaire items they had discussed in their class work and to evaluate how much the items had been discussed. The

results of the questionnaire were tabulated to determine: (1) which items were discussed extensively; (2) which items were discussed fairly well; (3) which items were discussed only briefly; and (4) which items were not discussed at all. Possible topics for the group guidance class were then derived by either combining, rewording, or adopting the items from the Mooney Problem Check List checked by more than ten per cent of the Eddyville seventh grade students and the items which were not discussed extensively in the academic classes as indicated by the Eddyville seventh grade teachers.

II. CONCLUSIONS

On the basis of the data resulting from this study, the following conclusions are presented:

1. The Eddyville Community School seventh grade students indicated a concern for the problems of the Mooney Problem Check List, Form J, by more than ten per cent of the students checking a total of 150 problems.
2. Problems of school adjustment were of the greatest concern to the students. Most of the school adjustment problems checked by the students were related to individual academic weaknesses or poor study procedures.

3. A large percentage of the items checked by the seventh grade students of Eddyville were related to personal needs rather than social needs.
4. A concern was indicated by the Eddyville seventh grade students over being accepted by their group.
5. Problems concerning personal appearance were frequently marked by the seventh grade students.
6. Problems of vocational and future educational planning were not of great importance to the group as a whole, but some individuals considered them major problems.
7. Problems pertaining to the home and family were checked less frequently than any other problem area on the Mooney Problem Check List.
8. The results of the teacher questionnaire indicated that the needs of the seventh grade students of Eddyville Community School expressed on the Mooney Problem Check List were not being met by the regular academic classes.

III. RECOMMENDATIONS

On the basis of the data resulting from this project these recommendations are made. The following topics derived from the items most frequently checked on the Mooney Problem Check List, Form J, by the seventh grade students of

Eddyville Community School should be adopted for use in the proposed seventh grade group guidance class of the Eddyville Community School:

RESOURCE UNITS FOR SEVENTH GRADE GROUP GUIDANCE

UNIT I

Orientation to school

1. The value of an education
2. Good study procedures
3. Characteristics of an effective student
4. Classroom behavior and attitude
5. Improve your learning ability
6. How to take a test
7. Understanding teachers' marks and report cards
8. The importance of a good school record
9. Role as a school citizen

UNIT II

Orientation to self

1. You and your personality
2. Controlling the emotions
3. Improving self-confidence
4. How to be more popular
5. Getting along with the group
6. Social etiquette

7. Improving your personal appearance
8. Your aptitude
9. Your interests
10. Use of leisure time
11. Good health practices
12. Mental health
13. Getting along with brothers and sisters
14. Getting along with parents
15. Boy-girl relations
16. Developing moral and ethical standards

UNIT III

Orientation to the future

1. The importance of planning for the future
2. Choosing your career
3. Budgeting your money
4. Guide to good leadership
5. Post high school planning
6. Future education
7. Selecting a high school program

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APPENDIX

GROUP GUIDANCE QUESTIONNAIRE

Teacher's Name _____ Subject _____

Number of students in class _____ Period class is taught _____

This questionnaire contains a list of items derived from the results of the Mooney Problem Check List, Form J, given to seventy-one seventh grade students of our school. The students indicated that the items contained in this questionnaire were of concern to them.

The object of this project is to develop a series of topics to be used in a seventh grade group guidance class. The purpose of this questionnaire is to determine which topics that were of concern to the students are already being discussed in our curriculum. This information is needed to prevent any duplication of class work.

Directions

Please fill out one form for each seventh grade class section that you teach.

Evaluate how thoroughly each item was covered by placing a letter A, B, C, or D in the blank following each item.

The topic was discussed extensively	<u> A </u>
The topic was discussed fairly well	<u> B </u>
The topic was discussed briefly	<u> C </u>
The topic was not discussed at all	<u> D </u>

Health and Physical Development

Often have headaches
Too short for my age
Having poor posture
Not eating the right foods
Often not hungry for my meals
Underweight
Catch a good many colds
Getting tired easily
Nose or sinus trouble
Not being as strong as some other kids
Too clumsy and awkward
Don't get enough sleep
Not good-looking
Overweight

School

Getting low grades in school
Afraid of tests
Don't like to study
Not interested in books
Afraid of failing in school work
Trouble with arithmetic
Trouble with spelling and grammar
Slow in reading
Not spending enough time in study
Can't keep my mind on my studies

Worried about grades

Not smart enough

So often feel restless in classes

Not getting along with a teacher

Teachers not practicing what they preach

Afraid to speak up in class

Dull classes

Too much freedom in classes

Not interested in certain subjects

Made to take subject I don't like

Trouble with writing

Too much school work to do at home

Don't like school

Trouble with oral reports

Trouble with written reports

Poor memory

Not enough discussion in classes

Relations to people in general

Slow in making friends

Being left out of things

Never chosen as a leader

Being teased

Too easily hurt

Picking the wrong kind of friends

People finding fault with me

Awkward in meeting people
Feeling nobody understands me
Missing someone very much
Feeling nobody likes me
Getting into fights
Being stubborn
Hurting people's feelings
Keeping away from kids I don't like
No one to tell my troubles to
Bashful
Wishing people liked me better
Being talked about
Feeling too easily hurt
Wanting a more pleasing personality
Being made fun of
Being picked on
Wanting to be more like other people
Getting into arguments
Losing my temper
Being jealous
Disliking someone
Being disliked by someone

Self-centered concerns

Being nervous
Getting too excited

Being afraid of making mistakes
Getting into trouble
Trying to stop a bad habit
Sometimes not being as honest as I should be
Not having as much fun as other kids have
Worrying
Daydreaming
Forgetting things
Not taking some things seriously enough
Feeling ashamed of something I've done
Being punished for something I didn't do
Sometimes lying without meaning to
Can't forget some mistakes I've made
Can't make up my mind about things
Finding it hard to talk about my troubles
Failing in so many things I try to do
Giving in to temptations
Lacking self-control
Having bad dreams
Lacking self-confidence
Sometimes wishing I'd never been born
Being careless
Being lazy
Thinking about heaven and hell
Afraid to try new things by myself

Home and family

Worried about someone in the family
Parents not understanding me
Being treated like a small child at home
Parents favoring a brother or sister
Parents making too many decisions for me
Parents expecting too much of me
Being criticized by my parents
Parents not liking my friends
Parents not trusting me
Unable to discuss certain problems at home
Wanting more freedom at home
Clash of opinions between me and my parents
Talking back to my parents
Wanting things my parents won't give me
Parents old-fashioned in their ideas
Not getting along with a brother or a sister
Not telling parents everything

Money, work, and future

Spending money foolishly
Having no regular allowance
Wanting to earn some of my own money
Wanting to buy more of my own things
Not knowing how to buy things wisely
Wondering if I'll ever get married

Wondering what becomes of people when they die
Having to ask parents for money
Family worried about money
Too few nice clothes
Too little spending money
Restless to get out of school and into a job
Having less money than my friends have
Deciding what to take in high school
Wanting to know more about college
Needing a job during vacations
Not knowing what I really want

Boy and girl relations

Not allowed to use the family car
Too little chance to go to parties
Not enough time for play and fun
Boys don't seem to like me
So often not allowed
Wanting to know more about girls
No place to entertain friends
Not sure about proper sex behavior
Not knowing what to do on a date
Girl friends G-3 B-8
Thinking too much about the opposite sex
3-G 7-B
Wanting more information about sex matters
3-G 7-B

Embarrassed by talk about sex 5-G 6-B

Too little chance to do what I want to do

Girls don't seem to like me

Nothing interesting to do in my spare time

Trouble in keeping a conversation going

Learning how to dance

Keeping myself neat and looking nice